

U. S. Department of Education
Office of Vocational and Adult Education

**The Carl D. Perkins
Career and Technical Education Act of 2006**

STATE PLAN COVER PAGE

State Name: North Dakota

Eligible Agency Submitting Plan on Behalf of State:

Department of Career and Technical Education

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Type of State Plan Submission (check *one*):

X 5-Year Full Plan – FY 2009 – FY 2013

Special Features of State Plan Submission (check all that apply):

X Unified - Secondary and Postsecondary

 Unified - Postsecondary Only

X Title I only (*All Title II funds have been consolidated under Title I*)

 Title I and Title II

**NORTH DAKOTA STATE BOARD
FOR
CAREER AND TECHNICAL EDUCATION**

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"It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education."

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OVERVIEW

The State Board for Career and Technical Education is responsible for administering career and technical education in North Dakota as administered under Public Law 105-332. Reference to the "State Board" throughout this plan refers to this official board. The State Board consists of nine members, six of whom are appointed by the Governor from a list of persons submitted by a nominating committee. The other members are individuals either elected or appointed to their positions as prescribed in State Law. They are the elected Superintendent of Public Instruction, the appointed Chancellor of Higher Education and the appointed Executive Director of Job Service North Dakota.

The State Board does not conduct career and technical education programs. It works with public school districts, area career and technology centers, Bureau of Indian Affairs schools, tribally controlled colleges, state public colleges, state universities, and other agencies who conduct career and technical education programs. The State Board's responsibilities to these various educational and other agencies include assistance in planning, assisting curriculum development and implementation, and evaluating their programs.

The State Board is responsible for the administration of federal and state legislation and the supervision of funding made available from Congress and the state. Career and technical education is a program of instruction designed to prepare individuals with employability skills in high quality programs requiring less than a baccalaureate degree.

A sound career and technical program must be concerned with the employability of students upon completion of the offering. But the program must also recognize the needs of the individual for more than job-entry skills. Compatible skills of math, science, communication, decision-making, learning to learn, personal and occupational responsibility, educating students in all aspects of industry, and linking secondary and postsecondary are equally important and equally within the purview of career and technical education. These "true salable skills" and the individual's capacity to transfer them regularly and usefully to their work and life needs, require career and technical education to emphasize the total education of the individual.

The uniqueness of career and technical education, then, is in its capacity to not only prepare for work, but to enable individuals to develop the human "change and coping skills" which are essential to occupational mobility and personal success over the long term of a working life.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. The State Board for Career and Technical Education conducted hearings at the following locations after filing the required notices as outlined in the North Dakota Century Code. [Sec. 122(a)(3)]

- Bismarck – February 11, 2008
- Valley City – February 12, 2008
- Devils Lake – February 13, 2008
- Minot – February 14, 2008

The scheduled meeting in Devils Lake was canceled due to a winter storm. Because of the notice requirements, the meeting was not rescheduled.

These four public hearings allowed all segments of the public and interested organizations and groups (including employers, labor organizations and parents) an opportunity to present their views and make recommendations regarding the State Plan. The public hearing notices were announced in the following manner:

- Public notices were placed in all 52 official county newspapers through the Public Notice Coordinator of the North Dakota Newspaper Association.
- Letters of invitation were sent to Department of Commerce, Educational Standards and Practices Board, Department of Public Instruction, Job Service North Dakota, Chancellor of North Dakota University System, Department of Human Services, Greater North Dakota Chamber of Commerce, and North Dakota AFL-CIO.
- Invitations using email "listservs" were sent to all secondary school administrators, community college administrators, secondary career and technical directors, college deans of career and technical education, secondary career and technical instructors, postsecondary career and technical instructors, and business and industry representatives.
- "Affidavits of Publications" have been received from each of the media confirming dates of publications and are on file in the State Board office.

Thirty people attended the three hearings held with members of the broadcast and print press in attendance at the Minot public hearing.

2. A summary of written comments and the eligible agency's response to such recommendations in the State plan are. [Sec. 122(a)(3)]

The proposed State Plan was relatively well received and only the two comments listed below were received during the comment period.

Public Comment:

Could the definition of concentrators and participants more clearly follow career clusters path instead of enrollment in a particular program. Clearly a student going into the transportation industry will benefit, as would welding, automotive, etc?

SBCTE Response:

The definition contained in the final draft used for public comment is a model definition developed through a national collaborative process facilitated by the Office of Vocational and Adult Education with the intent that all states will report measures approximating the same student population. This is to provide consistency and to allow aggregation of the data to demonstrate the effectiveness of the Carl Perkins Act.

The State Board recognizes that these model definitions for secondary concentrators and participants may be confusing since different states use different credit measurements. To provide more clarity and not change the meaning or intent of the model definition, a modified definition will be proposed to the Office of Vocational and Adult Education to reflect the way credits are awarded in North Dakota. Where North Dakota's secondary credit system is based on awarding of full annual credits, and not semester credits, the proposed definition is to designate two (2) credits to become a concentrator in a particular program area.

The two (2) credits in the modified definition should only constitute about one-half of the career and technical credits in a student's plan of study. Reaching concentrator status is to identify the students where career and technical education has had an opportunity to affect student outcomes. By completing courses and credits in the remaining areas within a career cluster the student may complete a career pathway within a career cluster.

Public Comment:

Regarding the sample student plan of study and the requirement of one unit of CTE for graduation, I believe your department was instrumental in requiring this one unit for incoming freshman in the 24 credits to graduate. How can you help us gain an additional credit for CTE? I believe this extra credit will be required in math or science. If we as CTE don't start the campaign to get this credit in applied math and science in CTE programs enrollment in CTE classes may decline.

SBCTE Response:

The State Board will continue to work with the legislative process to ensure that career and technical interests are represented as the increased graduation requirements are implemented. The State Board recognizes that there is the potential for crowding out of CTE elective courses as graduation requirements are increased.

3. The State plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The Governor of the State was consulted with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]
4. The State Board developed effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]
 - At the annual Professional Development Conference held August 6-8, 2007 input was sought and provided from the various constituents above in attendance. Numerous workshops were presented by state staff, and other presenters. A featured workshop included a national expert on the development of Career Clusters and how the clusters relate to programs of study. All program staff sought input from participants in the program area meetings held on both Monday and Wednesday.
 - State staff made a presentation to the members of the South Central Education Cooperative Regional Education Association an educational service agency on October 10, 2007 at Valley City State University for purposes of soliciting input on the State Plan from school administrators and school board members.
 - State staff made a similar presentation to a district wide advisory committee meeting in Grand Forks on October 23, 2007 to explain aspects of the plan and solicit input.
 - The Governor's Workforce Summit was held October 11-12, 2007 bringing together education, government, and business and industry to address

numerous issues regarding having a trained workforce. Career and Technical Education was a sponsor of the event and an active participant. State staff attended the event and the State Director held session on Career and Technical Education's vital role in providing appropriate education and training to meet current and future workforce needs at the same time identifying the needs of business and industry affecting how items were to be addressed in the State Plan.

- The Director of CTE and state staff met quarterly with local directors representing secondary and postsecondary education explaining the component parts of the State Plan, seeking input and making modifications. The meeting of November 10, 2007 included a session soliciting comment and input on the draft State Plan.
- The State Director as a member of the Workforce Development Council presented information to the group and gave periodic updates relating to the development of the State Plan. The full plan was reviewed at the January 9, 2008 meeting.
- The state supervisor for special populations solicited input into State Plan development at their winter conference in January of 2008.
- The January, February, and March State Board meetings are all open to the public and opportunity to speak on the plan would be afforded to anyone wishing to address portions of the plan. After sufficient and proper notice, the State Board conducted three public hearings in the state, geographically located to represent all area of the state.
- Each local career and technical program has an advisory committee made up of students, business and industry representatives, instructors and community people to provide input into state and local plan and program development.
- The State Board consulted with the Governor's Office in the following manner:
 - A copy of the transition plan was forwarded to his office. The Governor's Office was also provided with a copy of the final draft with a request to make comments.
- The State Board for Career and Technical Education presented a draft of the plan to the Workforce Development Council for their comments, and has also been actively involved with the committee currently working on the unified plan.

5. The State plan was developed relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]
- The Superintendent of Public Instruction (Chief State School Officer) is a voting member of the State Board for Career and Technical Education and attends all meetings.
 - The Chancellor of Higher Education is a voting member of the State Board for Career and Technical Education and attends all meetings.
 - The State Director met periodically with each individual to keep them informed on the progress of the State Plan.

Comments from Superintendent of Public Instruction and from the Chancellor of Higher Education:

SBVTE Response:

Because both serve on the State Board for Career and Technical Education, their comments were included, with their input, at the State Board meeting.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. The State Board for Career and Technical Education submits to the Secretary a State plan for a 5-year period July1, 2008 to June 30, 2013. [Sec. 122(a)(1)]
2. The State Board will address the following activities to assist in meeting or exceeding the state adjusted levels of performance.
 - (a) The State Board for Career and Technical Education will develop programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

To encourage collaboration between secondary and postsecondary institutions locally modified programs of study will be submitted for review and must include the following elements:

- i. Incorporate secondary education and postsecondary education elements; using the Career Clusters model to develop these programs of study.

Career Clusters Prepare All Students for College and Careers

- To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning. Career clusters link what students learn in school with the knowledge and skills they need for success in college and careers. Career clusters help students identify pathways from secondary schools to postsecondary credentials, certificates, diplomas, or degrees, as well as to the workplace. Career pathways help students identify the connection between rigorous courses and their future goals.
- NDCTE has adopted the career clusters model of 16 career clusters including plans of study with pathways to be implemented. The State programs of study will be modeled after the national templates found at www.careerclusters.org supported through the College to Career Transition Initiative (CCTI). Formal programs of study documents within the 16 career clusters have been developed by a planning team at the state supervisor level that were introduced statewide at the Professional development conference in August 2007.

- Guidelines and criteria for programs of study will be established and State staff will provide the technical assistance necessary to facilitate the development of programs of study to ensure each program contains coherent and rigorous career and technical education curriculum content including challenging academic and relevant technical standards; aligns secondary and postsecondary career and technical education in a non-duplicative progression of courses; provides opportunities for secondary students to earn postsecondary credit, where applicable; and leads to an industry-recognized credential, postsecondary certificate or associate degree, and also include potential baccalaureate degrees and identify transferability where applicable.

Following is a sample template:

Name _____
 School _____
 Date _____

SAMPLE OCCUPATIONS RELATING TO THIS CAREER CLUSTER	
Pathway	Occupations
ADMINISTRATIVE SERVICES	Executive Assistant • Administrative Assistant • Office Manager • Project Coordinator • Customer Service Representative
BUSINESS INFORMATION TECHNOLOGY	Project Manager • Business Analyst • Process Manager • Functional Specialist • Process Architect
CORPORATE/GENERAL MANAGEMENT	Supervisor • Store Manager • District Manager • Director • Entrepreneur
HUMAN RESOURCES MANAGEMENT	Human Resource Manager • Compensation Analyst • Labor Relations Specialist • Training Manager • Recruiter
OPERATIONS MANAGEMENT	Purchasing Manager • Master Scheduler • Procurement Analyst • Quality Manager • Supply Chain Manager

SUGGESTED COURSE OF HIGH SCHOOL STUDY					
It is suggested that students consider appropriate dual credit, articulation, or advanced placement opportunities for postsecondary credit.					
English (four units required to graduate)	Math (two units required to graduate)	Science (two units required to graduate)	Social Studies (three units required to graduate)	Physical Education (one unit required to graduate)	North Dakota Career & Technical Education (one unit of foreign or Native American language, fine arts, or career and technical education required to graduate)
<input type="checkbox"/> English I <input type="checkbox"/> English II <input type="checkbox"/> English III <input type="checkbox"/> English IV	<input type="checkbox"/> Algebra I <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II	<input type="checkbox"/> Physical Science <input type="checkbox"/> Biology	<input type="checkbox"/> World History <input type="checkbox"/> U.S. History <input type="checkbox"/> Government <input type="checkbox"/> Economics	<input type="checkbox"/> Physical Education <input type="checkbox"/> Health	<input type="checkbox"/> Introduction to Business <input type="checkbox"/> Consumer Education <input type="checkbox"/> Accounting <input type="checkbox"/> Word Processing <input type="checkbox"/> Spreadsheet Applications <input type="checkbox"/> Database Applications <input type="checkbox"/> Electronic Presentations <input type="checkbox"/> Desktop Publishing <input type="checkbox"/> Web Design <input type="checkbox"/> Business Technology Procedures <input type="checkbox"/> Business Law <input type="checkbox"/> Business Communications <input type="checkbox"/> Business Math
					School-Based: <input type="checkbox"/> FBLA <input type="checkbox"/> DECA <input type="checkbox"/> Career Research <input type="checkbox"/> Cooperative Education <input type="checkbox"/> Internship <input type="checkbox"/> Job Shadowing <input type="checkbox"/> Service Learning Project Community-Based: <input type="checkbox"/> Mentorship <input type="checkbox"/> Volunteer <input type="checkbox"/> Part-time Employment

SAMPLE NORTH DAKOTA POSTSECONDARY PROGRAMS RELATED TO THIS CAREER CLUSTER			
Pathway	Associate Degree or Less	Bachelors Degree	Masters Degree or More
ADMINISTRATIVE SERVICES	<input type="checkbox"/> Administrative Assistant (general/legal/medical) <input type="checkbox"/> Computerized Office Management <input type="checkbox"/> Information Processing Technician <input type="checkbox"/> Office Supervision & Management <input type="checkbox"/> Reception Services	<input type="checkbox"/> Office Supervision & Management	
BUSINESS INFORMATION TECHNOLOGY	<input type="checkbox"/> Management Information Systems	<input type="checkbox"/> Management Information Systems	
CORPORATE/GENERAL MANAGEMENT	<input type="checkbox"/> Business Administration & Management <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> International Business <input type="checkbox"/> Marketing Management	<input type="checkbox"/> Business Administration & Management <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Facility Management <input type="checkbox"/> Marketing Management <input type="checkbox"/> International Business	<input type="checkbox"/> Business Administration & Management <input type="checkbox"/> Marketing Management
HUMAN RESOURCES MANAGEMENT	<input type="checkbox"/> Human Resources Development/Mgmt.	<input type="checkbox"/> Human Resources Development/Mgmt.	
OPERATIONS MANAGEMENT	<input type="checkbox"/> Business & Administration Management	<input type="checkbox"/> Business & Administration Management <input type="checkbox"/> Facility Management	<input type="checkbox"/> Business Administration & Management

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It is suggested that students consider appropriate dual credit, articulation, or advanced placement opportunities for postsecondary credit.

- ii. These programs of study will include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education:
- In addition to the Career Clusters, model programs of study will be based on industry standards and each program will be based on curriculum standards that address academic and technical achievement in a coordinated and non-duplicative manner.
 - **Why Standards Exist**
The North Dakota Department for Career and Technical Education is committed to developing standards to ensure each program area offers courses that allow students to acquire essential knowledge and skills.
 - **What Standards Are**
Standards identify what students are expected to know and be able to do—the content they are expected to acquire, the skills they are expected to attain, and the intellectual qualities and habits of mind they are expected to develop. With the standards in place, schools can create, implement, and strengthen a Career and Technical Education (CTE) curriculum to prepare students for entry into industry sectors and for postsecondary education.
 - **How Standards Are Created**
The standards process begins with a review of national and industry standards. The state CTE program area supervisor(s), secondary teachers, counselors, postsecondary teachers, business and industry representatives, and the Research & Curriculum Administrator for CTE, work together to write the standards. The standards are written to ensure that when the students complete their courses they have the knowledge and skills needed in business and industry.
 - **How State Academic Standards Are Integrated**
The final step of the standards writing process involves “crosswalking” the standards with academic areas such as English/Language Arts, Mathematics, Science, Social Studies, and Library/Technology Literacy. Crosswalks provide CTE teachers the resources necessary to integrate related state academic standards into the CTE curriculum. The most current drafts of the state academic documents, produced by the North Dakota Department of Public Instruction, are used in the cross walking process. These state standards are available at:
<http://www.dpi.state.nd.us/standard/content.shtm>.

- iii. Programs of study will include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits;

The dual credit program signed into law by the 1997 North Dakota Legislature allows high school juniors and seniors who want to earn college courses to benefit from this program.

Students have always been able to take college courses for credit - as additions to their high school workload. With the dual credit plan, the college class is a replacement rather than an addition. Students take just one class - the college class - and get both high school and college credit for it.

The agencies involved in this unique cooperative relationship: the [N.D. Department of Career and Technical Education](#), [N.D. Department of Public Instruction](#), N.D. University System.

- iv. Programs of study will lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

The agency will use the Career Clusters model previously described. The plans of study are designed to be academically rigorous while incorporating the necessary technical proficiencies. The curriculum is based on industry standards through the curriculum development and standards processes. Certification is accomplished through CompTIA, Cisco, ASE, NCCER, CNA, among others. Some certifications can be accomplished without postsecondary education while others require additional levels of education, but each of the pathways is designed to lead to all levels of education.

In addition, The State Board will assist Local Education Agencies (LEA) to ensure access to a full range of career and technical education programs for all students. Activities will be developed and/or conducted in support of achievement of each of the core indicators of performance by each of the LEAs. The core indicators are as follows:

- attainment of challenging academic, career and technical standards,
- attainment of a secondary diploma or equivalency, skill certificate, or postsecondary degree or credential,

- placement in further education or training, employment, or military service,
- completion of programs for nontraditional training and employment.

Quality career and technical education programs are provided for students at the secondary, postsecondary and adult level. These programs are in Agriculture, Business and Office Technology, Career Development (Guidance), Educational Equity, Family and Consumer Sciences, Information Technology, Marketing Education, Curriculum and Personnel Development, Special Needs, Technology Education, and Trade, Technical and Health Education.

- Data Collection – the redesign of the data collection system will assure that valid and reliable data are collected. The data will be used to assist in meeting the adjusted levels of performance.
 - Evaluation Instrument – the self-study and evaluation process are reviewed and revised annually to assure that the evaluation system accurately reflects the quality of the career and technical education programs.
 - Local Education Plan – the redesign of the Local Education Plan will focus on the desired outcomes.
 - Consortium Approval Process –the consortium approval process will focus on all members of the consortium meeting the state adjusted levels of performance.
 - Technical Assistance – the State Board will review the technical assistance process to ensure that these services are of the highest quality.
- (b) The State Board, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Model programs of study will be proposed by program supervisors. Programs of study will use Career Clusters, Pathways, and Plans of Study. Statewide meetings involving select secondary and postsecondary instructors will be used to obtain input and modifications to the programs of study. The resulting plans will be presented to teachers at statewide forums before final approval is given by the State Board.

- (c) The State Board will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

The goal for articulation agreements is that they be statewide agreements. Program supervisors will provide technical assistance with the potential for grant monies to local eligible recipients. The North Dakota University System has in existence an office of articulation that will be used to help coordinate these agreements at the postsecondary level.

- (d) Information about career and technical programs of study offered by eligible recipients at the secondary level will be made available through several means;

Provide a coordinated occupational and career information delivery system in North Dakota including:

- Career planning;
- Career development program implementation;
- Training and education program planning.

The Career Development program supervisor, local career development counselors, and the North Dakota Career Resource Network (NDCRN) are partners in this activity.

- Support career guidance and academic counseling programs designed to promote improved career and education decision making by individuals (especially in areas of career information, delivery, and use).
- Make available to students, parents, teachers, administrators, and counselors.
- Equip teachers, administrators, and counselors with the knowledge and skills needed to assist students and parents with career exploration, educational opportunities, and education financing.
- Assist appropriate State entities in tailoring career-related educational resources and training to their specific needs.
- Improve coordination and communication among administrators and planners of programs authorized by this Act.
- Provide ongoing means for customers, such as students and parents, to provide comments and feedback on products and services and to update resources, as appropriate, to meet customer requirements.
- Provide information on related occupational opportunities; and
- Stay current with the needs, expectations, and methods of business and all aspects of an industry.

The State will use a variety of tools to accomplish these career planning and preparation goals including, but not limited to:

- Career Outlook is an annual career tabloid newspaper providing information on career planning, information on occupations, education and training sites in North Dakota, and a cross-reference of occupations to relevant high school classes.
- Guidance Central consists of three components:
 - Choices Planner - An advanced online career information delivery system that helps students build powerful plans as they compare, connect and choose from a vast network of work and education options. Valid and reliable assessments are used in this program, to help the user relate their interests, aptitudes and work values to occupations, plus inputting personal preferences into their career search.
 - Choices Explorer - An engaging online education and career exploration system that provides extensive libraries of education, career and recreation articles in an interactive magazine-style format. Hundreds of classroom activities can be found through this program.
 - TestGEAR – An online tool that gives students the practice they need to reach their full potential on the college entrance exam ACT. This online learning system adapts to each student's needs by targeting their weaknesses and helping them to build necessary skills.

All public and private high schools will have Guidance Central and all public and private middle schools/junior highs will have Choices Explorer. Workshops are being conducted to assist local communities to utilize these tools effectively.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State Board, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Four endeavors to develop, improve, and expand access to technology and technology based CTE courses are:

- Area Career and Technical Centers. There are currently five area career and technology centers in the state. During the 2007-2009 biennium starting July 1, 2008, NDCTE will pilot two new centers in the underserved areas of the state to bring the number of area centers to seven. Innovative methods of delivery will be incorporated into these new centers

expanding the outreach and enabling more programs to be delivered through a variety of distance learning options and alternative scheduling, to more remote areas.

- Cooperative Arrangements. Agreements between schools to share CTE courses through distance delivery will be a focus of new funding. This will expand the number and quality of occupational CTE programs available to students who currently have limited access.
- Emerging Technology. This program focuses on technology-based equipment that is rotated among schools, giving students hands on experiences with equipment that a single district would not be able to afford. There are currently 79 schools sharing such equipment in six consortiums. The goal for the 2007-09 biennium is to increase the number of consortiums to eight and participating schools to 100.
- Professional Competency Continuum (PCC). This tool provides educators with a framework for identifying competencies they need for success in the technology-supported classroom, and a measurement (or continuum) of progress towards those competencies. It is a self-assessment tool for educators and school administrators to gauge their own strengths and weaknesses in using educational technology in teaching and learning. The PCC is available to all schools and educators to be used on an annual basis as part of their professional development and to address the "technology literacy" and "technology integration" requirements.

Other activities and programs to support technology literacy within CTE programs include:

- Customized technology-training opportunities to meet the expressed needs of interested institutions.
 - Offer technology-related workshops for university credit.
 - Deliver specialized training on an as needed or required basis.
- Industry certification programs that will promote the mission of the State Board for Career and Technical Education. Partnerships with Cisco Systems, Inc., Oracle, ESRI (GIS), Caterpillar, John Deere, Bobcat, NATEF, and ATEF, among others, have been formed to offer an end goal of industry certification.

An ongoing evaluation process exists to determine improvements that could be made using technology. The process includes activities at the state and local levels.

The State Board will continue to play an active role in the development and promotion of the State Education Technology Plan through membership in the Education Technology Council. The plan makes recommendations for action at the state and local levels. The State Education Technology Plan addresses this objective by focusing on four critical success factors:

- Access to Technology
- Administrative Services
- Professional Development
- Curriculum Integration

Educational and technology service providers in North Dakota work collaboratively to share resources and offer opportunities. Some of the collaborative services currently being offered include:

- Cisco Networking Academies: a program designed to deliver a four semester networking curriculum to high school and college students. Upon completion of the courses students will be prepared to take an industry standard test to become a Cisco Certified Networking Associate.
 - Statewide Conferences: conferences offer educators best practice examples with regard to teaching using the latest in technology. Some of the conferences are (1) Teaching and Technology Conference (TNT); (2) Career and Technical Professional Development Conference; (3) and the North Dakota Education Association Instructional Conference.
- (f) The criteria that the State Board will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will—
- i. promote continuous improvement in academic achievement;

Each eligible recipient is assigned a program consultant. These consultants will assist, provide technical assistance, review and approve local applications and process reimbursement claims from the assigned eligible recipient. Local applications are approved on the following criteria.

SECONDARY PROGRAM APPROVAL POLICY

Requirements for an approvable instructional program

- Credits - A minimum of 2 credits per year must be taught
 - Trade & Industry programs must offer a minimum of 3 sequential credits

- Distance learning exception – a receiving school may receive reimbursement for a course as long as it originates from an approved program. Also distance courses MAY be counted as part of the 2 credit sequence for program approval purposes.
- Class Size (9-12 enrollment)
 - Minimum of 7 students in each course for schools with more than 100 students
 - Minimum average of 7 students per course for schools with 50-100 students
 - No minimum for schools with fewer than 50 students
- CTE certified teacher
 - Refer to teacher certification requirements for specific service area (www.nd.gov/cte/teacher-certs)
- Curriculum
 - Must be based on state, national, or industry standards for each program area
- Facilities and equipment
 - Adequate as determined by program standards
 - Barrier-free facility
- Advisory Committee
 - Each program must have an active advisory committee but the committee may be combined to serve multiple CTE programs – with a minimum of three representatives from each CTE program – unless program standards require a separate committee to serve a specific program.
 - Committees must meet, at a minimum, two times a year.

Requirements for an approvable career development program

- CTE credentialed counselor (see requirements for Career Development at www.nd.gov/cte/teacher-certs)
- Program of Work that incorporates ND Career Development Standards (curriculum framework, at www.nd.gov/cte/secondary/career-dev)
- Adequate facilities and equipment as determined by program standards
- Advisory Committee (see above)
- Career Development Programs are in grades 7-12 and may be funded with state or federal funds.

Timeline for new/expanded program applications

- April - Applications due for the following year by submitting forms: (forms are located at www.nd.gov/cte/forms)
 - SFN 15274 – Funding Application Cover Sheet

- SFN 15275 - Funding Application Budget
- SFN 15256 – Program Advisory Committee
- May/June - Applications reviewed by State Board for CTE
 - Schools/institutions are notified of funding status approval or disapproval by the CTE fiscal office
 - Newly funded programs will receive an annual plan budget
- September/October - Revised annual plan budgets due in CTE office, if funds permit, new program funding requests may also be considered at this time.
- April - Reimbursement claim forms are sent to schools but reimbursement may be requested anytime an expenditure has been made
- June - Submission of reimbursement claim deadline
- Exception to new program application process – Based on agency approval, an LEA may move funding from one program area to another as long as the new program meets all criteria and it is funded at the same reimbursement rate.
(<http://www.nd.gov/cte/forms/docs/statereimbpolicy.pdf>)

Supporting policy guidelines:

Programs may be approved but not funded due to availability of funds. Due to limited availability, state funding is limited to approved costs in programs for grades 9 – 12, except in the case of a Career Development program that includes grades 7 – 12. It is the policy of the State Board not to fund new programs at the expense of existing programs.

If a deficiency occurs after a program has been approved, there is a one year grace period to allow a school or institution to correct the deficiency.

Technology Education does not fund any salaries except when two Technology Education programs share an instructor. Technology Education equipment may be funded with state or federal funds in grades 7-12.

xPOSTSECONDARY PROGRAM APPROVAL POLICY

Requirements for an approvable instructional program

- Program Scope
 - A program constitutes a sequential list of courses that leads to a certificate, diploma, or an associate degree.
- Program Size
 - Federal or state funds cannot be used in programs that have less than ten (10) students by the third year of operation.
- CTE credentialed teacher
 - Refer to teacher credential requirements for specific service area (www.nd.gov/cte/teacher-certs)
- Curriculum
 - Must be based on state, national, or industry standards for each program area
- Facilities and equipment
 - Adequate as determined by program standards
 - Barrier-free facility
- Advisory Committee
 - Each program must have an active advisory committee but the committee may be combined to serve multiple CTE programs – with a minimum of three representatives from each CTE program – unless program standards require a separate committee to serve a specific program.
 - Committees must meet, at a minimum, two times a year.

Program Quality

Processes that will be used to independently evaluate and continuously improve performance may include, but are not limited to:

- Individual or local school evaluation;
- Self-evaluation of each program yearly, using assessment instruments developed by the Department of Career and Technical Education;
- Program review and validation by local Advisory Committee members;
- Review of program in relation to standards established and validated by industry;
- Follow-up of past enrollees to determine areas of program effectiveness or ineffectiveness;
- Participation in technical assistance visits by state staff;
- Participation in state-led career and technical evaluations;
- Participation in locally-determined program improvement activities as identified by the core indicators of performance;

- Systematic inclusion of in-service for instructors in specific content areas and in areas of general concern, such as services to special populations, job readiness skills, technological advances, etc.

Supporting policy guidelines:

If a deficiency occurs after a program has been approved, there is a one year grace period to allow a school or institution to correct the deficiency.

In addition to receiving approval based on the above guidelines, continuous improvement in academic achievement is measured on our Local Consolidated Annual Performance (LCAP) data reporting system. This combined with data available through the Department of Public Instruction allows for measuring of continuous academic improvement. Decisions are made at the state and local level based on this data in order to achieve the academic achievement levels mandated by Annual Yearly Progress (AYP) and Perkins.

- ii. promote continuous improvement of technical skill attainment;

Continuous technical skill attainment is measured through the LCAP system and these measurements are available to the locals through web-based reporting. Data driven decisions are made to improve performance. Additionally, technical assistance is provided from the state to improve technical proficiency. Where available, technical skills assessments are used to verify competence.

- iii. identify and address current or emerging occupational opportunities;

Analysis of Bureau of Labor Statistics, regional data labor market information, and recommendations of local advisory committees are used to identify current or emerging occupational opportunities. In addition, the Governor and the North Dakota Department of Commerce have identified five targeted industry clusters that promote economic development. Job Service employment data is a primary source of data to identify the current or emerging occupational opportunities.

- (g) Programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Integration of academic standards and career and technical standards into the curriculum to reinforce academic achievement. Providing classrooms and

labs that contain current high technology equipment, provide adequate space, and promote safety thus providing an excellent learning environment.

Career and technical support services for special populations include:

- direct support services, such as tutoring, interpreting, job placement, and work-study for economically disadvantaged.
 - assessment/planning activities, including student identification, career counseling, and development of individualized career education plans
 - resource activities to aid personnel
- (h) Programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Each program area is required to have an active advisory committee that must meet at least twice per year. These advisory committees reflect local business and industry demand conditions in the program area. Trends and anticipated needs are identified and discussed reflecting the anticipated skills and knowledge that will be required for employment and economic development.

The State Board staff conducts on-going assessments of labor market needs and opportunities. Labor market information (LMI) is obtained from Job Service North Dakota and from data put together by the North Dakota Career Resource Network. The staff works with secondary and postsecondary institutions in implementing programs that lead to high-skill, high-wage, or high-demand occupations for students.

- Continuous assessment is made of labor market needs and opportunities and then these needs are transmitted to postsecondary institutions to provide those programs.
- All curricula in career and technical education programs are continuously upgraded and revised to provide skills that lead to high-skill, high-wage, or high-demand occupations.
- Academics are infused into all secondary career and technical education programs to better prepare the individuals with the skills to succeed in

postsecondary programs and be able to compete for the high-wage, high-skill, or high-demand occupations.

- The career development counseling programs in North Dakota utilize the Guidance Central system to provide guidance to students on necessary skills and classes to pursue their career choices at the postsecondary level and in current and emerging occupations.
 - Improved Career Decision Making (ICDM) Workshops: Each year, a minimum of two ICDM workshops are provided. These workshops train participants in the use of and how to access current labor market information. Participants are trained in LMI concepts and how to access this information from a local, state, and national perspective. ICDM is a joint agency training program provided by North Dakota Career Resource Network (NDCRN) through the State Board for Career and Technical Education (SBCTE), and Job Service North Dakota.
 - The automotive, electronics, welding and construction programs are designed to allow students who complete the programs to obtain a national industry standards certificate. This certificate demonstrates that the student has mastered skills in that program area and assists them in gaining entry into further education and high-skill, high-wage, or high-demand occupations.
- (i) Funds will be used to improve or develop new career and technical education courses—

Through the local plan application included in section B. Other Department Requirements, each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs. Funds made available to eligible recipients under this part shall be used to support career and technical education programs.

The application lists the Perkins nine required uses of funds that must be addressed and the twenty permissible uses of funds for which allocations to an eligible recipient may be used to improve or develop new career and technical education courses.

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

Standards are being developed and adopted for all CTE program areas. The standards writing process involves "crosswalking" the standards with academic areas such as English/Language Arts, Mathematics, Science, Social Studies, and Library/Technology Literacy. Crosswalks provide CTE teachers the resources necessary to integrate related state academic standards into CTE curriculum. The most current state academic documents, produced by the North Dakota Department of Public Instruction, are used in the crosswalking process. These state standards are available at: <http://www.dpi.state.nd.us/standard/content.shtm>.

To assure technical competence, funding for purchase or sharing of equipment is provided.

- ii. At the postsecondary level that are relevant and challenging; and

The standards that have been written, or are being written for program areas, extend to the postsecondary level. The standards process at the postsecondary level begins with review of and adoption of national industry based standards. These industry based standards are incorporated into the writing of the state standards upon which plans of study are based. This translates to curriculum that is relevant and challenging to meet the needs of industry.

Technical assistance is provided from the state to help implement the standards and curriculum. To receive approval and funding, programs must meet the standards set forth in the Program Approval process outlined above.

- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Through rigorous, relevant, and challenging curriculum based upon academic and industry standards that provide pathways to many levels of education, students and graduates will be prepared intellectually and technically to perform the jobs that require these abilities to afford the student employment in high-skill, high-wage, or high-demand occupations. Especially, those that can be identified as such through analysis of Bureau of Labor Statistics, regional data labor market information, and recommendations of local advisory committees.

- (j) The State Board will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

The State Board has elected to consolidate Title II Tech Prep funds into Title I the Basic State Grant.

- (k) The State Board will use funds effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement;

The State Board will assist in the implementation of programs of study, execution of articulation agreements, and industry based curriculum as described earlier in this section. Each local recipient must have a program of study to receive federal funds. By using funds in this manner, links will be strengthened between academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

- (l) The State Board will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(A)-(L)]

The State Board will report for purposes of evaluation using the Consolidated Annual Report (CAR) incorporating the core measurements described in the Accountability and Evaluation section of this document.

- 3. The State Board provides for comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
 - State standards, based on national and industry standards, have been and are currently being developed. The final phase of writing state standards involves what is called a “cross-walk” process. In this process, a select group of teachers and higher education representatives from the across the state meet and identify competencies in the state academic standards (English, Mathematics, Science, etc.) that are common to competencies in the state CTE standards. Finally, the state CTE standards are the foundation of teacher preparation curricula at the institutes of higher

education. These new career and technical education teachers enter the classroom armed with the latest tools and pedagogies having been trained to select and teach curricula that is standards-based.

- A postsecondary curriculum consultant in conjunction with secondary teachers and Trade and Industry supervisors revised the curriculum for the leadership course offered through Valley City State University. The course is designed to develop teachers' ability to incorporate leadership activities within the classroom and through CTSOs. This course has been subsequently offered for college credit at no tuition for existing CTE teachers and administrators. Training will continue to be provided during the plan years.
- Math-in-CTE is a curriculum integration model designed to enhance mathematics that is embedded in career and technical education (CTE) content. It is a process that provides the opportunity for math and CTE teacher teams to work together in communities of practice and to identify where math intersects with CTE concepts and applications. This process leads to the creation of math-enhanced CTE lessons that follow a seven-element pedagogic framework. Premised on five core principles, the research-based Math-in-CTE model has been shown to have a significant positive impact on student learning in mathematics with no loss to career and technical area content.

Agriculture and Family Consumer Science are chosen for initial implementation. Rollout will begin at the Professional Development Conference in August. Additional program areas will be selected in subsequent years.

- (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;
- Transition to Teaching is a one-year supervised experience for alternative teacher preparation program that focuses on individuals who already have baccalaureate degrees in the content areas or who are entering teaching from industry or the military with specific technical skills. Participants complete the requirements for teacher education and full licensure through a planned program of seminars and university courses while they teach. A requirement for all CTE teachers entering the profession from business and industry.

To be admitted to the Transition to Teaching project, an individual must be under contract to a local education agency and possess an interim

(emergency) license issued by the Education Standards and Practices Board (ESPB) or a provisional Trade and Industry (T & I) credential.

Transition to Teaching is endorsed by the State Board for Career and Technical Education, the Department of Public Instruction, and the Education Standards and Practices Board.

- Career Development is working with the Department of Public Instruction and the Education Standards and Practices Board on license requirements for counselors wherein they become licensed through study of the pedagogy and a practicum as opposed to current requirements that they be a licensed teacher.
- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
- Opportunities for graduate credit through either the University of North Dakota or Valley City State University are offered at the annual Professional Development Conference, a three day intensive conference providing information on teaching and learning. To receive graduate credit all the sessions on Monday, Tuesday, and Wednesday must be attended.
 - Professional development credit is offered to teachers who participate in intensive two-day state standards writing workshops. One graduate credit is given for successful completion of the workshop.
 - Math in CTE, an intensive and focused professional development activity carries with it two graduate credits.
 - NDCTE provides industry certification training during the summer for IT teachers. This training is intensive and requires passing the industry examination to receive full licensure in the subject area. Graduate credit is also granted for this training.
- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- The aforementioned Math in CTE project wherein math and CTE teacher teams work together in communities of practice to identify where math intersects with CTE concepts and applications with no loss to career and technical area content

- State staff engages in technical assistance and monitoring visits to program area teachers reinforcing the use of applied learning and stressing the integration of academic and career and technical skills. CTE state standards, curriculum frameworks, links to state academic standards and other resources are also available on our website.
 - Schools use resources such as crosswalks to identify content areas common to academic and career and technical courses. In addition, curriculum mapping allows teachers to identify the CTE state standards that are being taught in the classroom.
 - Communication through newsletters and exchange of ideas on listservs promotes applied learning ideas and methodologies.
- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
- Special populations are a priority at NDCTE. A supervisor is appointed to cover this area and provides technical assistance to teachers and administrators. Special populations are standard 11 in the evaluation process and are addressed at every team evaluation or program visit.
 - Periodic Title IX training fostering respectful classroom environment is cosponsored by CTE.
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]
- ND CTE staff and regional Career Resource Coordinators are working with North Dakota's Regional Education Associations to provide professional development opportunities in the career clusters, career development and the ND Career Cluster Plans of Study.
4. Efforts that the agency and eligible recipients will make to improve—
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
- NDCTE works with the Lewis & Clark Region Troops-to-Teachers Program, a regional office servicing Idaho, Montana, North Dakota, Oregon, South Dakota and Wyoming. The program assists retiring and separating active

duty military personnel transition to new careers in public education to address the actual and projected nationwide teacher shortage. The program helps connect individuals with information, institutions and the people that can help participants navigate and meet state certification requirements and ultimately find a teaching position.

- The Transition to Teaching and postsecondary clinical practice programs provide opportunities for alternative certification getting teachers with qualified backgrounds into the classroom.
 - NDCTE also supports arrangements for fulltime teaching contracts by providing incentives to share teachers among school districts including paying costs associated with distance delivery and transportation of students.
 - NDCTE provides staff as a resource to aid in the recruitment and retention processes. For example, they talk to teacher education majors about technical assistance available from CTE once they enter the classroom.
 - ND Association of Agricultural Educators has established an internship program for teacher education students to provide early experiences exposing them to twelve different areas from FFA through Farm Management.
 - NDCTE staff performs new teacher visits providing technical assistance and mentoring early in the first year.
- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]
- Transition to Teaching in the area of Trade and Industry has alternative licensure requirements based on work experience. Instructors shall have a minimum of four years (8,000 hours) of progressive work experience in the occupation to be taught within the past eight years. Successful passage of an approved competency examination may be substituted for one year (2,000 hours) of work experience. Individuals who have earned two or more credits of instruction in an approved specialized secondary program within the last five years could receive credit towards work experience. One hour of instruction could equal one hour of the needed work experience

All secondary Trade, Technical, Industry and Health instructors shall complete a minimum of 15 semester credits of the approved Clinical Practice Program prior to receiving a five-year certificate. NOTE: For

individuals currently enrolled in an approved program, earned credit hours may be used toward the minimum 15 semester credits.

- Transition to teaching or postsecondary clinical practice for prospective teachers entering the profession with a baccalaureate degree.
5. NDCTE and eligible recipients will make efforts to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]
- NDCTE in cooperation with NDUS and local campuses provide numerous programs with built in transition and articulation from a sub-baccalaureate to baccalaureate program in CTE. These are based on formal articulation agreements specifying degree or credential completed, and include advanced placement based on coursework meeting industry standards. NDCTE will continue to facilitate this transition through promotion of standards based curriculums and cooperation and collaboration of postsecondary faculty.
 - NDCTE supports and facilitates common course numbering throughout the North Dakota University System providing articulation of course content throughout the state. NDCTE will continue to facilitate expansion of these transition opportunities by working with higher education.
 - Tribal colleges have similar articulation agreements with special emphasis at the University of North Dakota which has specialized programs for Native Americans.
6. The State Board will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]
- The above cited groups comprise the memberships of program area advisory committees. The Advisory Committee's purpose is to strengthen the Career and Technical Education (CTE) programs it serves. The committee exists to advise, assist, support and advocate for career and technical education. It has no legislative, administrative or programmatic authority and is advisory only. Advisory Committees work cooperatively with school officials in planning and carrying out committee work. Members are volunteers who share an expert knowledge of the career tasks and competency requirements for specific occupations. The committee may serve a specific CTE program or a combined committee may serve several programs.

- CTE state standards committees for the career and technical education program areas are made up of a diverse cross-section of teachers, teacher educators, and industry representatives.
- Career Outlook, an annual publication of NDCTE now based around Career Clusters provides career information to these stakeholder groups. Used by professionals within education to promote career planning, while informing parents, businesses, and labor organizations of labor market trends and education being provided students to fill jobs.
- NDCTE uses outside evaluators from education, business and industry along with professional association to evaluate programs offered. Associated General Contractors of North Dakota provides site inspections of all construction technology programs and is the recommender of accreditation with ATEF.
- NATEF uses industry evaluators to validate curriculum and programs. NDCTE has adopted NATEF standards in both Automotive Technology and Automobile Collision.
- Program staff is in the process of evaluating industry assessments as a means of measuring technical skills. These evaluations will have a focus toward measuring the validity and reliability of these assessments.
- As cited earlier in this document, Choices and Choices Toolkit are made available to all schools within the state through a grant from the Bank of North Dakota providing a plethora of career information and guidance.
- Support career initiatives by participating in industry groups such as information technology through the Information Technology Council of North Dakota (ITCND) and promoting Energy industry career awareness.

7. NDCTE and eligible recipients will —

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and

- NDCTE promotes academic achievement through the use of Choices TestGEAR in improving the academic skills of students in preparing for the ACT.
- The Math in CTE project providing specific course lessons in collaboration of mathematics and career and technical teachers.
- Cross-walking of academic standards into the career and technical education standards both identifies and promotes areas of academic content to be reinforced through application.

ii. Career and technical education subjects;

- NDCTE will continue to sponsor and strengthen the annual Professional Development Conference held in August by providing many tracks of study related to career and technical education along with specialized training related to specific program areas.
- CTE content is the focus in the development of the state CTE standards.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

- Internships, job shadowing, work based learning, cooperative learning experiences, school based enterprises, and externships are all available within programs in the state to broaden learning opportunities outside the classroom and to provide real-world and real-work experiences exposing students to many more facets and possibilities within an industry.
- Career development projects and proficiency events within CTSOs providing life experiences relating to business and industry situations.
- Annual Requests for Applications for preparing students for nontraditional fields provide LEA's with opportunities to offer students hands-on experiences and increased career awareness of business and industries with nontraditional career opportunities.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

- All CTE students must meet the same graduation requirements as any other student to receive a high school diploma. Academic crosswalks have

been developed as part of the standards development process. Current technical skills assessments require academic skills as part of the assessment. Students are all given the same opportunities as they are not divided by career and technical versus Academic as they are all given a comprehensive education.

8. The State Board provides technical assistance to eligible recipients in the following manner. [Sec. 122(c)(15)]
 - (a) The State Board employs program supervisors that are qualified in their area of assignment. The staff provides the following:
 - New teacher visitations for assistance.
 - On-site technical assistance.
 - Yearly review of the Calendar of Units/Instructional Plan for each class offered.
 - Conduct on-site evaluations to each program twice in a five-year period. Reports are completed on each visit.
 - Assist in the development and/or procurement of suitable curriculum material.
 - Provide direction and guidance to student organizations.
 - Assist in the development, improvement and implementation of programs as requested.
 - Provide immediate assistance when requested by an eligible recipient.
 - Complete all reimbursement procedures for the program.
 - (b) Each eligible recipient of federal dollars is assigned a program consultant. The consultants will:
 - Annually review and approve the local application, budget request and determine if the recipient is meeting the intent of the law.
 1. Administrator will be informed of deficiencies in writing and a timeframe given to correct the situation.
 2. If not in compliance or the deficiencies are not corrected, funding will be withheld until corrections are made.
 - The program consultant will conduct on-site visit with the eligible recipients once every two years and complete a written report.

- On-site visits will be made immediately upon request by the eligible recipient.
 - Programmatic questions will be sent to the appropriate program supervisor who will contact and/or visit the eligible recipient and provide the necessary assistance.
 - The program consultant will annually review and approve all reimbursement claims.
9. The State Board relates to state and regional occupational opportunities for students by: [Sec. 122(c)(16)]
- Presentations by the Supervisor of the Career Resource Network on current and regional labor market needs to the state staff and local CTE directors.
 - Presentations by the four Career Resource Coordinators on current regional, state, and national labor market needs and career cluster and plans of study to secondary educators throughout the state.
 - In partnership with ND Job Service (utilizing their most recent published labor market information), and Bismarck State College, ND CTE recently designed, published and distributed 600 sets of ND Career Cluster Posters to 250 postsecondary and secondary educational institutions in North Dakota. NDCTE will continue to provide this means of promoting regional employment opportunities.
 - Job Service North Dakota develops yearly, occupational projections for a ten year period. Their latest publication "North Dakota Employment Projections 2014" clearly identifies North Dakota's occupational needs from a historical perspective. State specific projections are available on every occupation in our state. This information clearly projects the following:
 - Largest occupations
 - Occupations with the largest numeric growth
 - Occupations with the largest numeric decline
 - Fastest growing occupations
 - Occupations with the most annual openings
 - Levels of training needed to fill these occupational needs
 - The Bureau of Labor Statistics information is used to identify occupational and training needs from a national perspective. The CHOICES Computerized Guidance System is widely used across the state. Ninety-five percent of the secondary schools, all Job Service offices and all Vocational Rehabilitation

offices have this software package. This provides users with the most current national and state specific labor market information available.

--Occupations and occupational information are changing at a very rapid rate. As a result, the State Board supports the Internet career information system, "Career Explorer". This system allows users to identify those new and emerging occupations that are coming into existence because of new technology in the workplace.

- The State Board coordinates activities with the Department of Commerce to promote employment within the state by sponsoring and participating in the Governor's Workforce Summit bringing government, industry, and education together in a concerted effort to meet the needs of the future workforce. The Department of Commerce has also hired a specialist to promote energy careers throughout the state and a coordinator for career promotion.
 - Advisory committee membership includes local business and industry, the very sources of employment data in the local economy.
 - Work with postsecondary institutions to promote careers and job opportunities. Bismarck State College has been designated National Center for Energy where they and CTE will further develop technician programs in energy related fields. North Dakota State College of Science will fully develop a nanoscience technology program supported by CTE by a nontraditional careers grant.
 - Promote careers through Career Development Counselors in the schools and providing information on careers by the Career Resource Coordinators.
 - Participation of staff in Marketplace for Kids, Marketplace for Entrepreneurs, and Upper Great Plains Technology Conference
10. The State Board proposes these methods for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]
- College Technical Education Council (CTEC) membership includes presidential representation of the five public community colleges and the State Director for CTE under the direction of a vice chancellor representing the State Board of Higher Education.
 - Each year a list of career and technical education programs that are offered is provided to other state and federal agencies enabling them to utilize the career and technical education delivery system for their clients.

- State staff members serve on other state and federal committees keeping them informed about what is available through the career and technical education delivery system. This includes a person with responsibilities for special populations who serves on various committees dealing with the Individuals with Disabilities Act.
 - Agency directors from Higher Education, Public Instruction, and Job Service serve on the State Board.
 - A close agency working relationship exists among the State Board and Job Service North Dakota coordinated through the Career Resource Network, now a part of NDCTE. Labor market research from CRN and Job Service are continually used to identify potential career and technical education training program needs. Program planners use this resource to identify the need for new and expanded career and technical programs in the state.
11. Procedures developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]
- The State Director serves on the North Dakota Workforce Development Council with the directors of all other agencies within the state who are involved in workforce development activities. Representatives of various agencies involved in workforce development serve on this council.
 - In addition, the Director of Job Service North Dakota serves on the North Dakota Career and Technical Education Board of Directors.

B. Other Department Requirements

1. The local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act follows;
2. The State's governance structure for career and technical education is described by the organizational chart on page 48. There are 48 secondary and nine postsecondary eligible recipients. (Charts in Part VII, pgs. 76-78).
3. The role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.
 - The State Board for Career and Technical Education works with various agencies included through the Unified Planning process under a

memorandum of understanding relating to the operation of the one-stop delivery system in the local area.

The contents of the memorandum of understanding address the provisions of Section 121(c) of the Workforce Investment Act.

- The State Director of Career and Technical Education is an active member of the Workforce Development Council that meets regularly to set policy related to WIA including the one-stop centers established in the state.

(SINGLE DISTRICT-CONSORTIUM-POSTSECONDARY)

**NORTH DAKOTA STATE BOARD
FOR
CAREER AND TECHNICAL EDUCATION**

**FIVE-YEAR LOCAL PLAN
FOR
CAREER AND TECHNICAL EDUCATION**

***CARL D. PERKINS CAREER AND
TECHNICAL EDUCATION ACT OF 2006***

For Fiscal Years 2009-2013
(School Year 2008-2013)

Submitted by: _____

Signature of Authorized Representative

Date

**NORTH DAKOTA STATE BOARD
FOR
CAREER AND TECHNICAL EDUCATION**

Mr. Darrel Remington, Chairperson Belfield

Mr. Jeffery Lind, Vice Chairperson Rugby

Ms. Maren Daley, Member Bismarck

Mr. Brian Duchscherer, Member Carrington

Mr. Robert Geske, Member Enderlin

Mr. William Goetz, Member Bismarck

Ms. Susan Stibbe, Member. Hunter

Ms. Rita Wilhelmi, Member Stanley

Dr. Wayne Sanstead, Member Bismarck

"It is the policy of the North Dakota State Board for Career and Technical Education not to discriminate in its educational programs, activities, or employment policies as required by Final Regulation implementing Title IX of the 1972 Education Amendments, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973.

The Board policy does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age, or disability as required by various state and federal laws. Equal education opportunity is a priority of the North Dakota State Board for Career and Technical Education."

GENERAL INFORMATION

I. Introduction

"The purpose of this Act is to develop more fully the academic, career and technical skills of secondary education students and postsecondary students who elect to enroll in career and technical education programs, by:

1. Building on the efforts of States and localities to develop challenging academic standards and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;
2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education for participating career and technical education students;
3. Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conducting and disseminating national research and disseminating information on best practices that will improve career and technical education programs, services, and activities;
5. Providing technical assistance that:
 - Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - Improves the quality of career and technical education teachers, faculty, administrators, and counselors.
6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technology centers, local workforce investment boards, business and industry, and intermediaries; and
7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

[CP 2006 – Section 2. PURPOSE]

II. Local Uses of Funds

A. General Authority

Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

B. Required Uses of Funds

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that:

1. Strengthen academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical education programs of study described in section 122c(1)(A).
2. Link career and technical education at the secondary level to career and technical education at the postsecondary level by offering the relevant elements of not less than one career and technical education program of study described in section 122c(1)(A);
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in career and technical education, which may include:
 - training of career and technical education teachers, faculty, and administrators to use technology, including distance learning;
 - providing career and technical education students with the academic and career and technical skills (math and science) that lead to entry into the technology fields;
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved with integrating career and technical education programs, including-
 - in-service and pre-service training on:

- (a) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (b) effective teaching skills based on research that includes promising practices;
 - (c) effective practices to improve parental and community involvement of education;
 - (d) effective use of scientifically based research and data to improve instruction.
 - support of education programs for teachers of career and technical education in public schools and other public personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that teachers and personnel stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including assessment of how the needs of special populations are being met;
 7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
 8. Provide services and activities of sufficient size, scope, and quality to be effective; and
 9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

C. Permissive Uses of Funds

Funds made available to an eligible recipient under this title may be used to:

1. Involve parents, businesses and labor organizations as appropriate, in the design, implementation and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling;
3. Support local education and business partnerships;
4. Provide programs for special populations;
5. To assist career and technical student organizations;
6. Provide mentoring and support services;
7. Lease, purchase, and upgrade equipment or adapting equipment, including instructional aids and publications;
8. Provide teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including the use of distance education;
10. Develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs;
11. Provide activities to support entrepreneurship education and training;
12. Improve or develop new career and technical education courses;
13. Develop and support small, personalized career-themed learning communities;
14. Provide support for family and consumer sciences programs;
15. Provide career and technical education programs for adults and school dropouts to complete their secondary education or upgrade their technical skills;

16. Provide assistance to individuals who have participated in services and activities under this act in continuing their education or training for finding appropriate employment;
17. Support training and activities in non-traditional fields;
18. Provide support for training programs in automotive technologies;
19. Pool a portion of such funds with a portion of funds available to not less than one other eligible recipient for innovative initiatives;
20. Support other career and technical education activities consistent with purposes of this act.

III. Procedure to Determine Uses of Funds within a Consortium

- A. Each member of the consortium shall be represented by one individual.
- B. One member of the consortium shall be designated the fiscal agent for the consortium and a representative from that district, area career and technology center, or postsecondary institution shall be designated the consortium manager.
- C. A consortium shall hold at least two meetings annually.
- D. Consortium accountability data will be reviewed as part of the planning process. Priorities for the use of funds will focus on meeting the accountability measures and shall be mutually beneficial to all consortium members. Needs shall be supported by the intent of the Carl Perkins Act.
- E. Members shall set priorities consistent with section II.B. Required Use of Funds and in event all requirements have been met, consortium members may propose priorities for II.C. Permissive Use of Funds and determine which activities will be approved for the year. Funds may not be reallocated (sub-granted) to individual members of the consortium for purposes benefiting individual members of the consortium.

[Section 122(c)(6)(A)(B)]

GENERAL ASSURANCES

The _____ makes application to the
(Name of Applicant)

North Dakota State Board for Career and Technical Education for approval of the specific career and technical education programs as shown herein for the period beginning July 1, 2008, and ending June 30, 2013. An annual update to this plan will be developed and submitted each year as part of the annual plan process.

IT IS AGREED AND UNDERSTOOD THAT:

1. Programs, services, and activities included under this agreement shall be operated in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 and the North Dakota State Board for Career and Technical Education Procedural Methods for handling Carl D. Perkins funds.
2. The eligible recipient will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs. [CP 2006 – Section 122(c)(11)]
3. This application has been developed in consultation with appropriate agencies, organizations, and individuals.
4. The Local Advisory Committee(s) for Career and Technical Education has been established, consistent with state guidelines and is regularly used to provide program input.
5. No funds will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [CP 2006 – Section 122(c)(12)].
6. Funds received under this Act will supplement, and shall not supplant non-Federal funds expended for career and technical education. [CP 2006-Section 311(a)]
7. No more than five percent of the funds received shall be used for administrative costs. [CP 2006-Section 135(d)]

8. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [CP 2006-Section 315]
9. No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major. [CP 2006-Section 314(1)]
10. No funds made available under this Act will be used to mandate that any individual in a career and technical education program be required to attain a federally funded skill level, standard, or certificate of mastery. [CP 2006-Section 314(2)]
11. No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one State to another State if such relocations will result in reduction in the number of jobs available in that state. [CP 2006-Section 322]
12. If any funds under this Act are used for student financial aid for attendance costs [CP 2006-Section 324(b)] they shall not be considered as income in determining eligibility for assistance under other federally funded programs. [CP 2006-Section 324(a)]
13. Funds under the Act may be used to pay for career and technical education services required in an individualized education plan developed pursuant to Section 614 (d) of the Individuals with Disabilities Education Act and services necessary under Section 504 of the Rehabilitation Act of 1973. [CP 2006-Section 324(c)]
14. The eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

LOCAL PLAN CONTENT REQUIREMENTS

INSTRUCTIONS:

Provide the information requested in items 1-11 below to document how your district, consortium, or postsecondary institution will address the requirements of the Carl Perkins Career and Technical Education Act of 2006.

1. Describe how career and technical education activities will be carried out to meet state and local adjusted levels of performance.
2. Describe how career and technical education programs will:
 - A. offer the appropriate courses of not less than **one** of the career and technical education programs of study; [Section 122(c)(1)(A)]
 - B. improve the academic and technical skill of students participating in career and technical education programs by strengthening the academic and career and technical components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs;
 - C. provide students with strong experience in, and understanding of all aspects of an industry;
 - D. ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
 - E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
3. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.
4. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals are involved in the development, implementation and evaluation of career and technical education programs.

5. Describe activities to assure that each career and technical education program is of such size, scope and quality to bring about improvement in quality of career and technical education programs.
6. Describe processes that will be used to independently evaluate and continuously improve performance.
7. Describe how:
 - A. career and technical education programs will be reviewed; and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations.
 - B. programs will be designed to enable the special populations to meet the local adjusted level of performance.

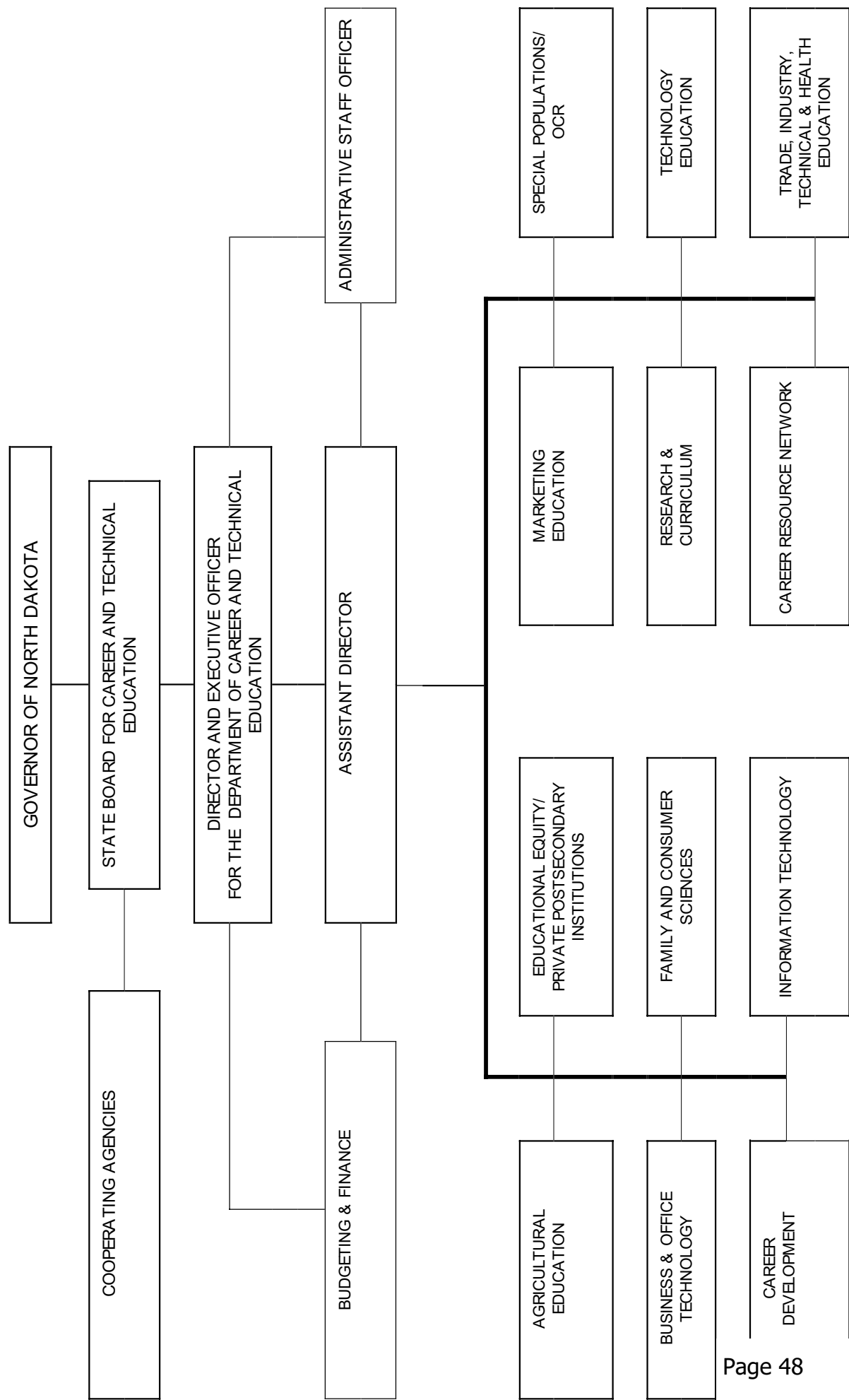
District	Activity/Service	Personnel	Funding Source
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- C. activities will be provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
8. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
9. Describe how funds will be used to promote preparation for non-traditional fields.

District	Activity/Service	Personnel	Funding Source
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10. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
11. Describe:
 - A. efforts to improve recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession;
 - B. efforts to improve the transition to teaching from business and industry.

Governance Structure



III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

Introduction:

North Dakota Career and Technical Education (State Board) is committed to serving special populations. Since 2002 a statewide accountability program has tracked the progress of all secondary special population groups; North Dakota trend data is available at the secondary level. Efforts are ongoing to produce similar data at the postsecondary level. During the course of Perkins III, two state supervisors for special population groups have participated in the state's accountability efforts, and provided technical assistance to LEA's as they implement strategies for the success of the state's special populations. There have also been efforts to provide a wide variety of in-service training opportunities, ranging from educational equity to learning strategies for local service providers. North Dakota Career and Technical Education anticipates that these efforts will become increasingly effective given continued quality improvement in the data collected.

The Perkins Act of 2006 defines special populations as:

- Individuals with disabilities;
 - Individuals from economically disadvantaged families including foster children;
 - Individuals preparing for nontraditional fields;
 - Single parents, including single pregnant women;
 - Displaced homemakers; and
 - Individuals with limited English proficiency.
1. The State Board's program strategies for special populations listed in Section 3 (29) of the Act, including a description of how individuals who are members of special populations will be provided with equal access to activities assisted under the Act are:

The State Board assures individuals who are members of special populations will be provided with equal access to activities assisted under the Act in the following ways:

- (a) The State Board's oversight of local plans includes assurances that the plans will be implemented in compliance with the following: the Individualized Education Disabilities Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title IX, the Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap. Supervision of the local programs ensures special population students will

be provided the full range of career and technical education services, including exploratory and occupationally specific programs of study, career development services, cooperative education and apprentice programs and related services.

The State Board assures that individuals with disabilities will participate in funded activities in the least restrictive environment in accordance with IDEA. Individualized education programs will be implemented. Individuals with disabilities without individualized education programs will be afforded the rights and protections guaranteed to students under Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), pertaining to access to CTE programs.

The State Board will review LEA disaggregated enrollment data. Monitoring to ensure proper publishing of nondiscrimination policies and grievance procedures is ongoing, with special focus on identification of the designated compliance coordinator and complete contact information.

- (b) The State Board assures that special population students will not be discriminated against on the basis of their status as members of special populations.

The State Board assures that special population students enrolled in CTE programs shall be afforded all the rights and protections guaranteed under IDEA, Section 504, of the Rehabilitation Act, and the Americans With Disabilities Act, Title IX and Vocational Education Program Guidelines for Eliminating Discrimination.

- (c) Special population students will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the State Board will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

The State Board will ensure that LEA's are aware that services to special population students are required under the Perkins Act of 2006 rather than permissible as they were in the Carl Perkins Act of 1998. LEA's will develop local plans using accountability data as it pertains to special populations. LEA's will be able to reference a comprehensive set of success strategies for special populations for use in planning. Plans will be approved based upon contents demonstrating a commitment to addressing deficits in the state adjusted levels of performance by members of special population groups.

Strategies for success of special population students include, but are not limited to the following:

- Flexibility in programming and services delivery.
 - Making accommodations to meet student needs.
 - Integration of programs and resources within the local education agency or postsecondary educational institutions to provide coordinated services.
 - A learning environment that acknowledges the importance of career and technical education for all individuals who want and can benefit from it, regardless of the ethnic, racial or cultural background, sex or disabling conditions.
 - Incorporate and develop workplace readiness and social skills.
 - Promote client self-advocacy.
 - Exposure of students to experiences that contribute to informed and meaningful career choices, specifically in nontraditional careers.
 - Develop basic skill programs to help students succeed in career and technical programs.
 - Career development activities that focus on high-skill, high wage, or high demand occupations.
 - On-site monitoring and evaluation will include a review of plan effectiveness and technical assistance to implement adjustments as necessary. LEA's will be required to update local plans every two years consistent with negotiated performance levels.
 - Promote the use of qualified personnel, appropriate materials, equipment and facilities to accommodate individual student needs.
 - Equal access to quality career and technical education programs for all secondary, postsecondary, and adult students, including members of special populations.
 - Support of local career development designed to prepare students for non-traditional careers.
2. The State Board will adequately address the needs of students in alternative education programs [Sec. 122(c) (14)]

North Dakota operates many student recovery programs. Historically, our state has a very low high school dropout rate, however, we clearly understand the student ramifications in the labor market for each high school dropout.

Students in need of alternative education are dealt with in a number of ways. Of course, the most immediate attempt is at the local level with the intervention of Special Needs programs. All career and technical education programs at the secondary and postsecondary level have the ability to offer modified curriculum opportunities that will best meet the needs of this at risk population.

In the last several years, an expansion of Alternative High Schools has taken place in the state. Career and technical education has encouraged this expansion and the inclusion of career and technical education opportunities within these Alternative High School sites. Alternative high schools are established in the following population centers:

South Central Alternative High School
222 W. Bowen Ave
Bismarck ND 58504-5595

Woodrow Wilson Alternative High School
315 N University Dr
Fargo ND 58102-4337

Community Alternative High School
500 Stanford Road STE B
Grand Forks ND 58203-2799

Souris River Campus Alternative High School
1510 University Ave W
Minot ND 58703-1906

Valley City Area Alternative High School
801 Valley Avenue
Valley City ND 58072

Devils Lake Alternative Program
North College Drive
Devils Lake ND 58031

The Quentin Burdick Job Corp Center provides another opportunity for at risk students to earn a high school diploma and receive career and technical education skills in nine different areas. Two hundred and fifty students take advantage of this opportunity on an open entry, open exit basis. A unique component of this program is the Solo Parent Program. This program allows single parents to live on campus with their children, attend their educational program with daycare and support programs provided for their children. The following career and technical education programs are available at the Burdick Job Corp Center: Advanced Automotive Repair, Business Technology/Office Assistant, Carpentry, Computer Repair and Networking, Culinary Arts, Health Occupations/LPN, Medical Office Support, and Welding.

There are also eighteen Adult Learning sites located throughout the state. These sites are mainly GED preparation sites. Career and educational planning are

important components of these sites. These sites also have the ability to serve the needs of 16-21 year old high school dropouts in the preparation of their GED. [Section 122(c)(14)]

3. Funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations in nontraditional fields. [Sec. 122©(18)]

To ensure that Perkins funds are used to promote preparation for high wage, high skill, or high demand occupations and non-traditional fields, the State Board for Career and Technical education proposes the following:

NDCTE will ensure that local educational agencies are aware that services to special population students are required in Perkins IV, not permissible. LEA's will need to develop local plans using disaggregated data and a determination of the needs of such special populations, including students preparing for nontraditional fields.

NDCTE will set aside funding for the purpose of fostering student interest in nontraditional fields. Such funding will be distributed on a competitive basis to LEA's seeking to implement innovative and research-based strategies acquainting students with nontraditional fields, and the occupations, wages and benefits associated with those fields. Criteria for receiving funding will include an assessment of the extent to which students are offered hands-on experiences related to nontraditional fields, and whether career guidance information on high skill, high wage, or high demand occupations is distributed to students.

North Dakota students will be offered Career Development programs that include access to career exploration software programs and extensive resource information on high skill, high wage, high demand and nontraditional occupations. One such resource, the North Dakota Career Outlook, contains data and features on nontraditional fields, annually. Other examples of current direct services to acquaint students with such occupations include special projects focusing on nanoscience technology and the energy industries in the state. NDCTE will endeavor to keep students informed of the excellent opportunities developing in the state due to an expanding energy sector and research capacity in the state's universities.

NDCTE will continue provision of technical assistance and monitoring activity through data collection and site visits. On-going efforts to ensure LEA's understand the requirements of Perkins IV will be augmented by technical assistance offered through regularly scheduled monitoring visits and on request. [Section 122(c)(18)]

4. Funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

The state leadership funds (under Title I) includes up to one percent of funds for state correctional facilities. This money is contracted to the North Dakota Department of Corrections and Rehabilitation. This department operates programs at the State Penitentiary, Missouri River Correctional Center, James River Correctional Center, and North Dakota Youth Correctional Center.

The North Dakota State Penitentiary exists in direct compliance with North Dakota Century Code statute 12-47-01 which mandates, "The Penitentiary located at the city of Bismarck in the county of Burleigh shall be the general penitentiary and prison of this state for the punishment and reformation of offenders against the laws of this state in which all offenders who are sentenced to imprisonment therein shall be confined securely and employed and governed in the manner provided by law."

The Missouri River Correctional Center, which is also under the administration of the Penitentiary, is provided for by statute 12-51-01 which mandates, "There is established a correctional institution for male and female violators of the law, to be known as the Missouri River Correctional Center."

The James River Correctional Center, which is also under the administration of the Penitentiary, is provided for by statute 12-51-01 which mandates, "There is established a correctional institution for male and female violators of the law, to be known as the James River Correctional Center."

The federal incarcerated funds are used to provide financial support to two career and technical education programs in the North Dakota Corrections System. The following programs are supported with incarcerated funds:

1. Auto Technology – Missouri River Corrections Facility
 2. Technology Education – North Dakota Youth Correctional Center*
- *A correctional facility for juvenile offenders at the secondary level.

Priority for these programs will be given to:

1. Offenders who are completing their sentence and preparing for release.
 2. Women who are incarcerated.
 3. Equipment needed for these programs.
 4. Services for offenders before and after release.
- [Section 122(c)(19)]

5. The State Board will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

The State Board assures individuals who are members of special populations will be provided with equal access to recruitment, enrollment and placement activities.

The State Board assures individuals who are members of special populations, will be provided with equal access to the full range of career and technical education programs available to individuals who are not members of special populations, including occupational specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations.

The State Board assures career and technical education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with IDEA and will, if appropriate, be included as a component of the individualized education program.

The State Board assures students with disabilities who have individualized education programs developed under IDEA, with respect to career and technical education programs, will be afforded the rights and protections guaranteed those students under the Act.

The State Board assures students with disabilities who do not have individualized education programs developed under IDEA or who are not eligible to have such a program, with respect to career and technical education programs, will be afforded the rights and protections guaranteed those students under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and, for the purpose of the State Career and Technology Education Programs, those rights and protections will include making career and technical education programs readily accessible to eligible individuals with disabilities.

The local education agencies will describe how:

- career and technical education programs will be reviewed; and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations
- programs will be designed to enable the special populations to meet the local adjusted level of performance

- activities will be provided to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
- individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
- funds will be used to promote preparation for non-traditional fields.

The State Board will review and monitor the enrollment and non-discrimination policies. Local Education Agencies will publish non-discrimination policies for distribution to teachers, students, and parents.

[Section 122(c)(9)(ABC)]

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

1. The State Board will use these procedures to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]
 - The State Board determines measurement definitions and approaches through cooperation with the Office of Vocational and Adult Education and its planning processes, which have included the Data Quality Institutes, the Next Steps Working Groups, and NASDCTEc. These measurement definitions enumerated in Part C are accepted by the State Board to establish reliable measures across all states and to be consistent with the Carl Perkins Act of 2006.
 - Approaches are determined by the best methodology available for collecting timely, valid, and reliable data. Emphasis is placed on obtaining as much data as possible through electronic data records exchanges.
 - The State Board receives input and advice from a Data Advisory Committee. The committee consists of members from state staff, local directors at the secondary level, and representatives at the postsecondary level.
 - There will not be any additional indicators of performance identified by the eligible agency.
2. The State Board will use these procedures to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency.
[Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]
 - The State Board has a web based electronic data collection system, Local Consolidated Accountability Performance (LCAP). LCAP contains all historical data on a student unit record basis using a unique identifier used to produce the Consolidated Annual Report (CAR). The historical LCAP data are used to baseline past performance using the new definitions described in Part C. The data is aggregated to determine the State baseline levels of performance. Data is also obtained directly from other data sources including the Department of Public Instruction (DPI) for secondary, and the Higher Education Computer Network (HECN) for postsecondary.

- The data collected will provide schools and institutions with the information necessary to enhance their programs and better meet the needs of students. The State Board for Career and Technical Education will use the data and information to compare schools, institutions, or programs to the level of performance established. The focus of the standards and measures is on local program improvement. The main outcome is to better prepare North Dakota students for careers in a global economy and lifelong learning.
 - There will not be any additional indicators of performance identified by the eligible agency.
 - The first program year covered by the transition plan will be used to establish baseline data.
3. Part C: Accountability Forms describes the valid and reliable measurement definitions and approaches that the State Board will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.
[Sec. 113(b)(2)(A)-(B)]
- See Part C for measurement definitions and approaches.
 - There will not be any additional indicators of performance identified by the eligible agency.
 - Data collected must meet two conditions to be considered accurate: they must be valid and reliable.
 - A data collection item is valid to the degree that it actually measures what it claims to measure. The performance measures established in cooperation with OVAE and its many partners do measure what is to be measured.
 - A measure is reliable to the degree that its meaning is stable. Reliability is an assurance that the measure is consistent. Consistent responses suggest reliability, and consistent responses to different items that seek to measure the same knowledge or behavior provide greater confidence of reliability.
 - The LCAP system is programmed to collect consistent, valid, and reliable data based on the above principles and to collect unduplicated data that can be disaggregated.
4. The State Board, in the course of developing core indicators of performance and additional indicators of performance, will align the indicators, to the greatest extent

possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]

- The State of North Dakota has begun establishment of an Integrated Performance Information process of which Career & Technical Education is a significant member. This process provides a blueprint for simplifying measures that are used to report results across programs at all levels of the workforce development system – from institutions, to local areas, to states, or for programs as a system. It responds to the longstanding challenge and frustration caused by multiple, inconsistent, performance measures, a multiplicity that impedes collaboration – in both planning and service delivery – and befuddles policy makers. It also responds to shortcomings in programs' management information systems that do not track participants over time or report performance in a consistent manner.

Integrated performance information is more than a shared information system or set of consistent measures. It also requires institutions and practices to support shared accountability results.

- There will not be any additional indicators of performance identified by the eligible agency.
5. On the forms provided in Part C, the State Board submits performance levels for the state plan for the indicators. [Sec. 113(b)(3)(A)(i)-(ii)]
 6. The State Board has the described process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]
 - Using LCAP data measuring past performance, each eligible recipient will have an established baseline of performance modified to reflect any new definitions established under the measures of performance. This data will be made available to each eligible recipient through the annual planning process. It is not the intent of the State Board to negotiate performance levels that are substantially different from those developed under this methodology. In order to obtain a State adjusted level of performance, all local adjusted levels of performance must aggregate to this measure. Deviation from this method does not mathematically allow the State to meet performance.

- Per the provisions of the Act, performance goals are set for each two-year period. Performance levels will be adjusted for each two-year period to reflect the goal of continually making progress toward improved performance of career and technical education students.
7. The State Board uses the described objective criteria and methods to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.
[Sec. 113(b)(4)(A)(vi)]
- The State Board has established a hearing process for requests due to unanticipated circumstances. The State Board receives the appeal, places it on the agenda for the next Board meeting, publicizes the meeting agenda, hears the appeal at the public meeting, and decides the outcome of the appeal by recorded vote.
8. The State Board reports data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations, and the State Board ensures that the data reported by local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable.
[Sec. 122(c)(13); sec 205]
- Whenever possible, data is gathered through an electronic data exchange with DPI or HECN.
 - All eligible recipients are required to complete electronic web based enrollment reports. The LCAP system will identify in an unduplicated count, those numbers of students to be reported in the CAR meeting the definitions described under Part C.
 - LCAP will identify special populations and enrollments in nontraditional programs served by career and technical education.
 - The enrollment information collected will be the basis for follow up procedures. All students identified, as completing career and technical education, will be followed for purposes of reporting placement. Postsecondary students will be tracked for retention and transfer.
 - LCAP information is received by this agency from the eligible recipients, appropriate agency staff personnel will review it and verify the information's accuracy.

- Local and state administrators will certify the accuracy of all information by releasing the plant data to the agency.
 - Results of this information collection will be reported where appropriate as identified by the 2006 Perkins Act.
1. The State Board plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.
[Sec. 204(e)(1)]
 - LCAP has the ability to disaggregate data to the consortium level and beyond to the individual plant level. Following the submission of the CAR on December 31 of each year, disaggregated data at the consortium or single district level is available through LCAP reports.
 - During the first quarter of the calendar year, initial performance levels will be provided to eligible recipients based on the immediate past performance levels. This will be done along with initial budget allocations. Each eligible recipient must use the performance data to determine needs for the annual plan.
 - Annual plans with any proposed changes in performance levels will be returned to the agency. Data will then be aggregated by the State and compared with the State measures of performance. New performance measures will be negotiated keeping in mind that the goal is to have continuous improvement in outcomes over the life of the Act.
 2. The State Board will annually evaluate the effectiveness of career and technical education programs, and, to the extent practicable, coordinate those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]
 - The State Board will conduct adequate monitoring of projects, services and activities conducted by eligible recipients to ensure that eligible recipients are meeting all requirements of the law including adequate goals, size, scope and quality requirements.
 - All recipients of secondary and postsecondary programs shall use sufficient funds to ensure that the career programs and supportive activities for special populations are of such size, scope, and quality to bring about measurable improvements in the quality of the career education program being offered, as evidenced through monitoring and evaluation.

- On a five-year rotation, all programs are required to do a program self-evaluation. Of approved programs, twenty-five percent are selected through a ranking process to have an on-site evaluation/review.
- The on-site review consists of:
 - Overview of Program Standards/Self Review with the instructor(s).
 - Fifteen minute Exit Review with the instructor(s), administration, and program supervisor.

The review consists of:

- **Commendations-** Strengths of the program.
- **Suggestions-** Opportunities that can improve the program.
- **Recommendations-** Requirements to fulfill the intent of the law/policy.
- On-line Survey – Participants response to the overall process.
- Within 30 days the School/Institution will receive a written report from the Department of Career and Technical Education.
- If a program area(s) received “Recommendations”, the School/Institution completes a “Plan of Action” within 90 days from the issuing date of written report to NDCTE.

NON DUPLICATION WITH OTHER EXISTING FEDERAL PROGRAMS

- The State Board coordinates its programs to avoid to whatever extent is possible, any duplication with other existing federal programs. This is accomplished by:
 - The administrators and state supervisors of the State Board serve on numerous committees for other state and federal agencies and keep them apprised of program offerings in career education.
 - A list of all career and technical education programs is sent to various state and federal agencies in order for them to utilize the career and technical education delivery system for their clients and to avoid duplication of programs.
 - Other agencies utilize the secondary and postsecondary delivery system of career education to provide programs for their clients.
 - The Superintendent of Public Instruction, Chancellor of Higher Education, and the Executive Director of Job Service serve as voting members of the State Board.

- Local career and technical directors work with regional Job Service offices to provide coordinated services for students and clients.
- Cooperation with the Bureau of Apprenticeship and Training on programs, projects, and services available for the apprentice program.

B. Other Department Requirements

1. The State Board provides all the information requested on the forms provided in Part C to report accountability data annually to the Secretary under section 113(c)(1)-(2).
2. There are no identified program areas for which the State has technical skill assessments.

The State Board does not currently have any students taking state developed or approved third-party technical skills assessments that are administered nor scores tracked in an organized and required manner. Different program areas have national certification examinations administered locally, but not from a statewide perspective. Therefore, NDCTE does expect to initially report students in the State's calculation of CTE concentrators who took assessments using grades received during the reporting year in technical skills courses where a "C" or better will constitute successful passing of a technical skills assessment.

During the first year, NDCTE will pilot an assessment in Marketing Education developed in cooperation with MarkEd where industry validated questions have been developed into an item bank to draw from. The assessment will be administered to senior students in all Marketing Education programs, considered concentrators from which a baseline can be established. SkillsUSA is in the process of developing assessments for numerous skill areas, and NDCTE has the intention of adopting these assessments when they become available. In addition, NDCTE is working with the national association American Association of Family and Consumer Sciences (AAFCS) to develop similar assessment tools to administer during the five-year period of the State Plan. NDCTE continues to monitor the progress of MPR Associates in the development of a national item bank where assessment questions are to be developed as a less expensive alternative to other third-party vendors.

By using different assessments each year as they are developed and adopted, the baseline performance measures will need to be adjusted each year as the measures are not comparable from year to year since different assessment tools will be used.

During the five-year State Plan period, NDCTE will evaluate availability and validity of technical assessments through vendors and those used by other states for purposes of implementing statewide technical skills assessments. As more program area technical skills assessments are implemented, the percentage of students reported taking third-party assessments will increase each year with the goal that at the end of the State Plan five-year period all students will be taking valid and reliable third-party assessments where available and appropriate.

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participant - A secondary student who has completed one (1) or more course(s) in any career and technical education (CTE) program area.

Concentrators- A secondary student who has earned two (2) or more credits in a single CTE program area (e.g., health care or business services) recognized by the State.

C. Postsecondary/Adult Level

Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

Concentrators – A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07- 6/30/08	Column 6 Year Two 7/1/08- 6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 62.00% 7/01/05-6/30/06	L: 62.00% A:	L: 62.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 49.00% 7/01/05-6/30/06	L: 49.00% A:	L: 49.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skills assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	National/State Standards and Local Assessment Systems	<p>B: 93.24%</p> <p>7/01/06-6/30/07</p>	<p>L:</p> <p>A:</p>	<p>L: 93.24%</p> <p>A:</p>

As third-party technical assessments are implemented, baseline and annual performance measures will need to change each year to reflect these different technical skills assessments.

3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Records	<p>B: 92.20%</p> <p>7/01/06-6/30/07</p>	<p>L:</p> <p>A:</p>	<p>L: 92.20%</p> <p>A:</p>
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Column 1 Indicator & Citation	Column 2 Measurement Definition	Column 3 Measurement Approach	Column 4 Baseline (Indicate Year)	Column 5 Year One 7/1/07- 6/30/08	Column 6 Year Two 7/1/08- 6/30/09
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	State and Local Administrative Records	<p>B: 82.37% 7/01/05-6/30/06</p>	<p>L: 82.37% A:</p>	<p>L: 83.37% A:</p>
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	Administrative Records Exchanges/ Matching Administrative Records	<p>B: 89.29% 7/01/06-6/30/07</p>	<p>L: A:</p>	<p>L: 89.29% A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Non-traditional Participation 113(b)(2)(A)(vi)	Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 23.78% 7/01/06-6/30/07	L: A:	L: 23.78% A:
6S2 Non-traditional Completion 113(b)(2)(A)(vi)	Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	State and Local Administrative Records	B: 23.86% 7/01/06-6/30/07	L: A:	L: 23.86% A:

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	National/State Academic Assessment System	B: 84.20% 7/1/06-6/30/07	L: A:	L: 84.20% A:
As third-party technical assessments are implemented, baseline and annual performance measures will need to change each year to reflect these different technical skills assessments.					
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	B: 42.44% 7/01/06-6/30/07	L: A:	L: 42.44% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	Administrative Records Exchanges/ Matching Administrative Records	B: 63.26% 7/01/06-6/30/07	L: A:	L: 63.26% A:
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who earned a credential, certificate, or degree.</p>	Administrative Records Exchanges/ Matching Administrative Records	B: 66.37% 7/01/06-6/30/07	L: A:	L: 66.37% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Non-traditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 18.24% 7/01/06-6/30/07	L: A:	L: 18.24% A:
5P2 Non-traditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 7.65% 7/01/06-6/30/07	L: A:	L: 7.65% A:

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. The State Board for Career and Technical Education from its allotment for the basic programs authorized by Section 111 of the Act including funds authorized under Section 202(a) Consolidation of Funds under Title II of the Act shall reflect the following: [Section 122(c)(6)(A); Sec. 202(c)]

The budget figures are on the PERKINS IV BUDGET TABLE – PROGRAM YEAR 1 on page 75 of this section.

The State Board will distribute funding to secondary and postsecondary recipients. Criteria used included: (1) the percentage of total program costs at the secondary and postsecondary levels, and (2) a comparison of program enrollments:

Secondary	65%	Postsecondary	35%
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2. The specific dollar allocation made available by NDCTE using the above described procedure provides a specific allocation to local education agencies, area career and technical education schools, and educational service agencies of \$2,252,517. The recipient is informed of the allocation through the annual budgeting process.
3. The specific dollar allocation made available by NDCTE using the above described procedure provides a specific allocation to postsecondary institutions of \$1,212,894.
4. NDCTE allocates funds among any consortia to be formed by secondary schools through combining of the funds determined in the allocation process. Funds will be allocated among the members of the consortia using the following procedure:

Procedure to Determine Uses of Funds within a Consortium

- A. Each member of the consortium shall be represented by one individual.
- B. One member of the consortium shall be designated the fiscal agent for the consortium and a representative from that district, area career and technology center, or postsecondary institution shall be designated the consortium manager.
- C. A consortium shall hold at least two meetings annually.

D. Consortium accountability data will be reviewed as part of the planning process. Priorities for the use of funds will focus on meeting the accountability measures and shall be mutually beneficial to all consortium members. Needs shall be supported by the intent of the Carl Perkins Act.

E. Members shall set priorities consistent with section II.B. Required Use of Funds, and in event all requirements have been met, consortium members may propose priorities for II.C. Permissive Use of Funds, and determine which activities will be approved for the year. Funds may not be reallocated (sub-granted) to individual members of the consortium for purposes benefiting individual members of the consortium.

[Section 122(c)(6)(A)(B)]

5. NDCTE allocates funds among any consortia to be formed by postsecondary institutions through combining of the postsecondary institution funds determined in the allocation process. Funds will be allocated among the members of the consortia using procedure described in number 4 above.

6. To reflect any changes made in school district boundaries, including educational agencies without geographical boundaries, adjustments to consortiums allocations will be made based on student enrollment moving from one school district to another.

At the secondary level, with the exception to the waiver, schools/consortia must meet the \$15,000 minimum allocation to be eligible for a grant.

[Section 131(c)(1)]

The State Board may waive the \$15,000 for secondary LEA's if:

A. The LEA is located in a rural, sparsely populated area; or

The LEA is a public charter school operating secondary school career and technical education programs; and

B. The LEA demonstrates that the local educational agency is unable to enter into a consortium for purposes of providing activities under this part.

[Section 131 (c)(2)]

7. No Alternative allocation formula will be proposed.

B. Other Department Requirements

1.

PERKINS IV BUDGET TABLE – PROGRAM YEAR 2

(For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A) Total Title I Allocation to the State	\$4,214,921
B) Amount of Title II Tech Prep Funds to be consolidated with Title I Funds	\$ 313,151
C) Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$4,528,072
D) Local formula Distribution	\$3,827,749
1. Reserve (not more than 10% of Line D)	\$ 382,775
a. Secondary Programs (22.1% of line D)	\$ 82,775
b. Postsecondary Programs (77.9% of line D)	\$ 300,000
2. Available for formula allocations (Line D minus D.1)	\$3,444,974
a. Secondary Programs (65% of Line D.2)	\$2,239,233
b. Postsecondary Programs (35% of Line D.2)	\$1,205,741
E) Leadership (not more than 10%) (Line C X 10%)	\$ 450,323
1. Non-traditional Training and Employment (\$60,000)	
2. Corrections or Institutions (\$42,149)	
F) State Administration (minimum funded state)	\$ 250,000
G) State Match (non federal)*	\$1,250,000

*The eligible agency must provide non-federal funds for administration of its Title I grant in an amount of not less than the amount it provided in the preceding year.

2.

**Eligible Recipient List
Secondary FY 2009**

L.E.A. Fiscal Agent	Single District/Consortium	Allocation
Belcourt	Single District	70,067
Bismarck	Single District	179,839
Bottineau	Peace Garden Consortium	18,521
Carrington	Dakota Central Consortium	19,889
Devils Lake	Lake Area Center Consortium	78,354
Devils Lake	Lake Area Coop Consortium	56,719
Dickinson	Single District	57,325
Drake	Central Dakota Consortium	41,935
Dunseith	Single District	35,294
Fargo	Single District	211,994
Fort Totten	Single District	68,353
Fort Yates	Fort Yates Consortium	42,349
Garrison	Missouri Hills Consortium	24,780
Grafton	North Valley Consortium	71,422
Grand Forks	Grand Forks Consortium	193,618
Hazen	Oliver-Mercer Consortium	24,687
Hettinger	Southwest Consortium	29,532
Hillsboro	Heart of the Valley Consortium	27,129
Hunter	Rural Cass Consortium	31,013
Jamestown	James Valley Consortium	54,215
Kenmare	Upper Souris Consortium	25,984

Killdeer	Killdeer Consortium	28,308
Linton	Linton Consortium	34,187
Mandan	Single District	70,783
Marmot	Single District	17,817
Minot	Single District	159,471
Mohall	Mohall-United Consortium	16,142
New Salem	New Salem Consortium	38,489
New Town	Fort Berthold Consortium	28,324
Solen	Single District	24,912
St. John	East Rolette Consortium	36,425
Tioga	Northwest Consortium	45,861
Turtle Lake	Missouri Valley Consortium	25,222
Valley City	Valley City Center Consortium	47,286
Velva	North Central Consortium	21,295
Wahpeton	Richland County Center Consortium	48,002
Wahpeton	Southeast Region Consortium	75,522
West Fargo	Single District	86,236
Williston	Williston/Trenton Consortium	65,050

**Eligible Recipient List
Postsecondary FY 2009**

L.E.A. Fiscal Agent	State Institution/Indian Postsecondary Institution	Allocation
Belcourt-TMCC	Tribal Postsecondary Institution	94,848
Bismarck-BSC	State Institution	199,348
Bismarck-UTTC	Tribal Postsecondary Institution	221,591
Bottineau-MSU	State Institution	57,076
Devils Lake-LRSC, Ft.Totten-CCCC	Consortium	99,884
Ft. Yates-SBC	Tribal Postsecondary Institution	101,143
New Town-FBCC	Tribal Postsecondary Institution	85,615
Wahpeton-NDSCS	State Institution	260,621
Williston-WSC	State Institution	85,615

3. The secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by sections 131(a) and 132(a) of the Act follow:

The State Board will distribute funds to programs based on the formula allocation in the Act. A waiver of the formula will not be requested at the secondary and the postsecondary level. Eighty-five percent of the funds will be allocated to eligible recipients. [Section 131]

SECONDARY

30% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district as determined on the basis of the most recent data used under section 1124 (c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in school districts statewide.

$$\begin{array}{lcl} \text{Secondary} & \times & \frac{\# \text{ of individuals age 5-17 (inclusive)(LEA)}}{\# \text{ of individuals age 5-17 (inclusive)(statewide)}} = \text{CTE} \\ \text{Allocation} & & \text{Enrollment} \\ & & \text{Allocation} \end{array}$$

70% will be allocated in proportion to the number of individuals aged 5-17, inclusive, who reside in the school district and are from families below the poverty level for the preceding fiscal year as determined on the basis of the most recent satisfactory data used under section 1124(c)(1)(A) of the Elementary and Secondary Education Act of 1965, compared to the total number of such individuals who reside in the school district.

$$\begin{array}{lcl} \text{Secondary} & \times & \frac{\# \text{ of individuals (below poverty line)(LEA)}}{\# \text{ of individuals (below poverty line (statewide))}} = \text{CTE} \\ \text{Allocation} & & \text{Poverty} \\ & & \text{Allocation} \end{array}$$

[Section 131(b)(1)(2)]

POSTSECONDARY

The following factors are used in determining the formula for postsecondary institutions with students enrolled in career and technical education programs. Each eligible institution shall be allocated an amount that has the same relationship to the portion of funds made available as the sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the BIA enrolled in programs offered in the preceding fiscal year bears to the sum of the total number of such recipients enrolled.

[Section 132 (a)(2)]

Postsecondary Allocation = The number of Pell Grant and BIA Grant recipients in an approved CTE program at an institution divided by the total number of Pell Grant and BIA Grant recipients statewide in approved programs.

[Section 132(a)(2)]

No postsecondary institution or consortium shall receive an allocation if the amount is less than \$50,000

[Section 132(c)(1)]

4. Of the minimum 85% of funds that must flow to the local level, the State Board may set aside up to 10% for reserve funds, to be distributed to local eligible recipients for uses described in Section 135. The funds will be made available to career and technical education programs in;

- 1) Rural Areas, or

- 2) Areas with high percentages of CTE students, or

- 3) Areas with high numbers of CTE students

5. The State Board will award reserve funds by providing grants to eligible recipients for special activities identified by the State Board or to be determined through a Request for Proposal submitted by the eligible LEA. The procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act are:

Applications submitted under the Requests for Proposal process will be reviewed by selected staff members of NDCTE. The priorities as set by the State Board will be used to evaluate the applications. Proposals most closely meeting the goals outlined by the State Board will receive the highest priority.

6. A rural, sparsely populated area is one that is geographically isolated that has limited access to any comprehensive career and technical education offerings within 50 miles, AND,

An area that is likewise sparsely populated and does not have the ability to provide adequate resources (tax base) for comprehensive career and education programs, OR

An institution that serves 100% special population students who are incarcerated. Students are confined to the institution; therefore, they can not access programs or services in a consortium. In addition, student services and programs are unique, OR

The LEA is a public charter school that operates a secondary career and technical education program and demonstrates it is unable to enter into a consortium for purposes of providing activities under this part.
[Section 131(c)(2)]

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. Edgar Certifications

1. I hereby certify:

- a) That the State Board for Career and Technical Education in this State is eligible to submit the State Plan for Career and Technical Education as authorized in the Carl D. Perkins Career and Technical Education Act of 2006 (105-220);[34 CFR 76.104(a)(1)]
- b) That the State Board for Career and Technical Education has authority under state law to perform the function of the state under the program; [34 CFR 76.104(a)(2)]
- c) That the state can legally carry out each provision of the foregoing plan; [34 CFR 76.104(a)(3)]
- d) That all provisions of the foregoing plan are consistent with state law; (34 CFR 76.104(a)(4)]
- e) That the State Director and Executive Officer has authority under state law, to receive, hold, and disburse federal funds made available under the foregoing plan. [34 CFR 76.104(a)(5)]
- f) That the State Director and Executive Officer has authority to submit the foregoing plan; [34 CFR 76.104(a)(6)]
- g) That the State Board for Career and Technical Education has adopted and formally approved the foregoing plan; [34 CFR 76.104(a)(7)]
- h) That the foregoing plan is the basis for state operation and administration of the plan; [34 CFR 76.104(a)(8)]

North Dakota State Board for Career and Technical Education

Signature *Darrel A Remington* Date 03-11-08

Darrel Remington, Chairperson

Signature *Wayne Kutzer* Date 3/17/08

Wayne Kutzer, State Director and Executive Officer

B. Other Assurances

1. The State Board assures that it will submit a copy of the State Plan to the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
2. The State Board will provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug free workplace requirements.
3. A complete and signed Assurance for Non-Construction Programs Form is attached to this document.
4. The State Board assures that it will comply with the requirements in Title I and will comply with the provisions of the State Plan. The State will make provisions for fiscal control, fund accounting procedures, and financial audit of funds as may be necessary to secure proper disbursement of, and accounting for, federal funds paid to the state, including the provision of a financial audit of such funds received under this act which may be included as part of another Federal Audit. [Section 122(c)(11)]
5. The State Board assures that no funds will be used to acquire equipment/software when acquisition results in direct financial benefit to any organization representing the interests of the purchasing entity or its employees or its affiliate. [Section 122(c)(12)]
6. The State Board assures that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the LEA is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium.
7. The State Board assures that it will provide, from non-federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. The State Board assures that the state and eligible recipients that receive funds for in-service and pre-service career and technical education professional development programs for CTE teachers, administrators, and other personnel shall, upon written request permit the participation of CTE teachers, administrators, and personnel of nonprofit private schools offering CTE secondary programs located in and area served by the eligible agency. [Sec. 317(a)]

9. Except as prohibited by law an eligible recipient may, upon written request, use funds under this act to provide for participation in CTE programs and activities for secondary students attending nonprofit private schools who reside in the area served by the eligible recipient.
10. Eligible recipients that receive an allotment under this act will consult, upon written request, with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the participation in CTE programs and activities receiving funding under this Act. [Sec. 317(b)(2)]

North Dakota State Board for Career and Technical Education

Signature Darrel A. Remington Date 03-11-08

Darrel Remington, Chairperson

Signature Wayne Kutzer Date 03/17/08

Wayne Kutzer, State Director and Executive Officer

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 8s, for persons entering into a grant or cooperative agreement of \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all sub awards at all tiers (including subcontracts) and that all sub recipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.102 and 85.110-

- A. The applicant certifies that it and its principals:
 - (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
 - (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property.
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; or

- B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building

No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

- (f) Taking one of the following actions, within 30 calendar days or receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted;

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraph (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

ND State Board of Career and Technical Education

600 E Boulevard Ave.

15th Floor, Dept 270

Bismarck, ND 58505-0610

Check [X] if there are any workplaces on file that are not identified here.


DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented as 34 CFR Part 85, Subpart F, for grantees, as defined at 34 DFR Part 85, Section 85.605 and 85.610 -

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation during the conduct of any grant activity, I will report the convictions, to: Director, Grants and Contracts Services, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
ND State Board of Career and Technical Education	V048A040034A
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Wayne Kutzer, State Director and Executive Officer	
SIGNATURE	DATE
	03/17/2008

ED 80-0013, 6/90 (Replaced ED 80-0008: ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90)

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

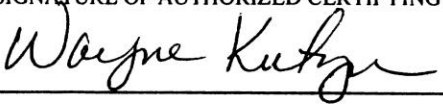
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 		TITLE State Director and Executive Officer
APPLICANT ORGANIZATION North Dakota State Board of Career and Technical Education		DATE SUBMITTED 03/17/2008



Community Services Economic Development & Finance Tourism Workforce Development

February 1, 2008

Curt Dahme
ND Dept. of Career & Technical Education
600 E Boulevard Ave., Dept 270
Bismarck, ND 58505

"Letter of Clearance" In Conformance with the North Dakota Federal Program Review System -
State Application Identifier No.: ND080131-0040

Dear Mr. Dahme:

SUBJECT: Carl D. Perkins Career and Technical Education State Plan FY 2009 - FY 2013

The above referenced plan has been reviewed through the North Dakota Federal Program Review Process. As a result of the review, clearance is given to the project only with respect to this consultation process.

If the proposed project changes in duration, scope, description, budget, location or area of impact, from the project description submitted for review, then it is necessary to submit a copy of the completed application to this office for further review.

We also request the opportunity for complete review of applications for renewal or continuation grants within one year after the date of this letter.

Please use the above SAI number for reference to the above project with this office. Your continued cooperation in the review process is much appreciated.

Sincerely,

A handwritten signature in black ink, appearing to read "James R. Boyd". The signature is written in a cursive style.

James R. Boyd
Manager of Governmental Services
Division of Community Services

bb

"We lead North Dakota's efforts to attract, retain and expand wealth."

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